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Directed toward the initiation of a foreign language program in a specific school system, traditional and audio-oral methods of teaching German are compared.

A description of a pilot class in audio-oral, beginning German is given. Such aspects as phonology, continued oral drill, class activities which demand instantaneous responses in German, grammatical approaches, the role of testing, and the use of the language laboratory are discussed. The students in this class thought, wrote, and spoke lively German, with a minimum regard to grades.

Reactions to the traditional German class, taught simultaneously by the same instructor, are that learning was slower, speaking and writing were stilted, many written assignments were given, and much concern existed over grades.

In planning for audio-oral foreign language classes, laboratory activities should be geared directly into class activities and should become an integral part of a systematic, pupil achievement, testing device. In each school, a laboratory committee should be formed and consist of the laboratory director, teachers, and audiovisual department and curriculum department representatives. The school system language director and the committee should plan the budget, scheduling, maintenance training, and selection and creation of programed materials. An annotated bibliography of audio-oral materials for first-year level junior and senior high school courses in French, German, and Spanish is included.

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INITIATING THE AUDIO-ORAL TEACHING OF FOREIGN LANGUAGES ON THE JUNIOR AND SENIOR HIGH SCHOOL LEVELS IN THE BELLEVUE PUBLIC SCHOOLS

BY

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BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

September 1961

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INSTRUCTIONAL TECHNOLOGY - U.S.C.

PREFACE

Curriculum is in a state of flux!

Bellevue, eager to contribute to the principle of meaningful learning in all areas, has this year adopted the audio-oral approach to the teaching of foreign languages.

We recognize that theories of the appropriate methodologies merit continuing attention and development through a variety of media appearing on the entire educational horizon. Such devices as programmed learning, teaching machines, language laboratories, television and all other audio-visual aids may soon become integral parts of the foreign language instructional program.

Bellevue in its tradition, is again pioneering in its use of the newer media for the improvement of instruction.

Roy Patrick Wahle
Deputy Superintendent of Schools

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INTRODUCTION

The method of teaching languages so they may be used merely as tools for research, or to meet purely academic requirements, is gradually being replaced by courses of instruction which seek to impart active, practical skill in the use of the spoken and written word.

[1] The new audio-lingual approach differs from the traditional approach to teaching a modern foreign language. It is based on what is known about language and about how pupils learn. It has broad professional agreement about objectives, methods, materials, tests, and outcomes. Briefly, here are some of the tenets of the basic philosophy. They are based on the writings and statements of a leading authority in the field, Nelson Brooks of Yale University, who has helped guide the growth of the A-LM programs.

(1) The learning of a modern foreign language is a single discipline, with its own objectives and learning procedures, its own characteristic content and expected outcomes.

(2) A modern foreign language is learned, systematic, symbolic vocal behavior. It issues from the mouths of living speakers. Derived from it is a written language.

(3) Different levels of meaning are to be found in words. Thus, vocabulary should be learned in context, not from word lists, and a beginning student's progress should not be measured in terms of the number of words he knows.

(4) Language is a central feature of a culture. Only with a knowledge of how words relate to the culture in which the language is spoken can the meaning of words be fully understood.

(5) Language behavior is not a matter of solving problems but of performing habits so well learned that they are automatic. In forming such habits, the imitation of good models is highly important.

(6) Language behavior involves speaking, listening, writing, and reading. Language is something one talks and hears before it is something one writes and reads. When a pupil learns a modern foreign language, the audio-lingual phase should precede the graphic-visual phase.

1. A-LM Pamphlet, A-LM: Its Underlying Philosophy, Harcourt, Brace and World, New York, 1961.

(7) Every language has a grammar peculiar to itself, fully understandable only in terms of that language. There is a grammar of talk and a grammar of writing, and these differ at many points. A student should approach a modern foreign language through the grammar of sound, of form, and of order and relationships.

EVALUATION OF THE AUDIO-ORAL PILOT CLASS IN GERMAN
AT THE BELLEVUE SENIOR HIGH SCHOOL IN 1960-61

In the spirit of the above underlying philosophy of modern audio-oral teaching of foreign languages and the experiences gained in that respect by Edward Matkovick as John Hay Fellow at Harvard in 1959-60 school year, an audio-oral pilot class in German has been conducted upon his return and the following experiences of this experiment could be reported and perhaps used as a basis for our initial expansion of audio-oral classes on a district-wide basis starting in the fall of 1961.

This audio-oral German class consisted of fifteen chosen pupils (juniors) and one assistant. In its choice, the class represented approximately ten pupils of superior ability and five pupils of average ability. The pace in progress has been set by the pupils of superior ability developing a keen competitive spirit and reacting as a stimulus or a "prod" for those of average ability. It was extremely interesting to note that the pupils of average ability performed very well and achieved, in my opinion, a much higher grade of proficiency than would be the case in a conventional class, without being downgraded or pushed to the point of giving up in their efforts. It seems to me that the very nature of the audio-oral class activities kept up their courage and enthusiasm in spite of the burden of work they had to carry.

The procedure employed during the whole course was basically as follows: We started with phonology, not using any kind of written material, and spent three weeks on it. Pupils were drilled in sounds by means of repeating classes of words saturated with a particular sound in question. One has to admit that the nature of this procedure, though effective, gets very tiresome and requires patience on the part of both the teacher and the pupil. After experiencing the aforementioned practice I would prefer that after a week of such practice we move into meaningful units using phrases for drilling in phonemes. This would help us immediately to get acquainted with intonation within a meaningful unit but such phrases would have to consist of selected words presenting sounds that we are to practice. The text that we used (Hugo Mueller: Deutsch Erstes Buch) presented a phonology practice in word-classes rather than meaningful phrase units. The first presentation of meaningful phrase units was offered as a part of the first formal lesson emphasizing intonation rather than concentrating on organized classes of minimal sound-units (phonemes). After the first three weeks of such a practice we moved on to the first formal lesson using books and starting formal reading practice. I have noticed that this length of time in practice of phonology was sufficient for a very few pupils of superior ability. It was clear that the other pupils, and particularly those of average ability, needed more time for such practice in phonology before being exposed to formal reading. As long as we had moved into reading practice

using, at the beginning, short conversational phrases pertaining to a certain topic of each lesson, I tried to supply more and more drill practice in meaningful units to balance the lack of it that some pupils experienced while dealing with phonology on word-class basis. It is my understanding that the new audio-lingual texts on the market deal with phonology using meaningful phrase units rather than isolated word-classes. This would then confirm my criticism in this respect of the text used. However, I would still add practice drills in word-classes as an occasional supplement to drills particularly in such instances where the phonemes of the target language are too close in resemblance to those in the native speech of the pupils. Such additional drill practice would definitely help the pupils to avoid falling back into their own speech habits while using the target language.

Having moved into the formal reading of meaningful phrase units, we paid particular attention to intonation within such units. The pupils were told that in spite of the fact that we practiced pronunciation of sounds as they appeared in word-classes, we do not actually speak in terms of words but rather in terms of meaningful units consisting of words. Here the intonation, locked in with the proper accent and individual sounds, becomes a key to understanding of the native speaker and to making oneself understood by the native speaker. As an oversimplified example in this respect, I have drawn pupils' attention to the following examples:

1. Mary, a little girl with an inquisitive mind, always has questions. To her mind, daddie has the answers. But daddie is used to hearing dozens of such routine questions and quite frequently, when he is busy with his own work, he does not supply the answer immediately or correctly, though he understood the question subconciously. In spite of the fact that he frequently would not be able to repeat the question or statement of his little girl verbatim, a rough idea of understanding their meaning is conveyed to him by means of intonation. So if the question or statement of his little girl is important enough to require his decision, it frequently "dawns" on him that his reaction as an answer was incorrect and therefore he usually hastens to correct his previous decision as reflected in his answer. Stepping aside from all phases of speech psychology, we know that the intonation within a meaningful unit contributes greatly to understanding or not understanding a statement made.

2. Many educated people complain that on their travels through foreign countries they could not use their language training in spite of the fact that they had a sizable amount of it. They understood well when they read the foreign newspapers and were able to write down a few statements in that foreign language. Once it came to speaking and understanding they were lost in spite of the fact that their vocabulary had been built up and they knew almost everything about the structure of the language as such. However, they had never been exposed systematically to

speaking through meaningful units with proper intonation and pronunciation. They never had a chance to acquire the "feel of it" to react immediately in a foreign language when they were spoken to. Even in the best cases, where such a traveler could pretty well understand what the foreign native speaker was trying to convey to him, he still could not, so to speak, "leave the ground" and react naturally to the native speaker's statement. The best he could do was to try to put words together and somehow "translate" his reactions. All these shortcomings were due to the lack of experiencing the foreign language as the average educated foreign speaker speaks it and due to the lack of saturation in his mind of intonation, pronunciation, natural speed and the usage of the living form of the spoken language as encountered in his travels.

The first formal lessons introduced grammatical points. All such points were summed up at the end of each lesson under the title of Grammatik. The author tried to be descriptive as much as possible and obviously steered away from the prescriptive concepts of a conventional grammar. The result was that some statements of descriptive nature were awkward and very clumsy. Pupils were told to use this section as a reference but should not worry about the detail. Anyway, it was rather immaterial whether they used this grammar part as a reference or not, because before summing up grammar formally, all grammatical points were practiced in the form of drill exercises. The pupils could notice the grammatical points in question while practicing orally. To make sure that such was the case, the teacher spent only a minimum of time referring to such points. Frequently additional drills were set up, particularly for the benefit of those pupils who could not grasp sufficiently the morphological changes in structure for the lesson in question. Once the pupils dealt "long enough" in practicing such drills, they were watched carefully so that such grammatical points were properly reflected while using dialogues, answering questions pertaining to the topic, or summing up the narrative (Lesestück) of the lesson in question.

As far as writing was concerned, we had ample homework exercises supplied by the text. Such exercises consisted mainly in writing out answers to the questions, translations from English into German of shorter and longer phrases that reflected the material of the whole lesson, written preparation for directed dialogues or narrative and a description of pictures in the back of the book each referring to a certain unit in the book. All such written exercises were also thoroughly covered orally. However, the basic principle to our procedure in learning was overlearning to a point of saturation. Under such conditions all such material well-digested orally was to be under the fingertip control of the pupil when he was to react while engaging in conversation of the studied topics. A good choice of sequential topics will always have a bearing on material previously studied, so the readiness in speaking experience of the pupils is actually much larger than an individual unit under study would indicate. In addition to that, a

teacher with a good command of the language and imagination could extend the topic readily and interestingly.

What were the advantages of the audio-oral class compared to the conventional one? Having conducted both types of classes simultaneously, I could attempt to compare these two methods. First of all, it should be mentioned that no matter how much speaking experience is being offered in a conventional class (which is rather limited), it is not the total exposure to listening and speaking in the target language as it is the case with the audio-oral practice. If we were to consider the amount of English used for sake of shortcut explanations of grammar or directions, one could say that 90% of each class has been conducted in German and as the time proceeded many of the classes became exclusively German. Considering then this mentioned fact, one could clearly observe that the classroom activities acquired entirely a German flavor being enlivened by the typical German situations as offered by the nature of the course. With such a frequency rate in German communication, all more difficult features of German phonology or the structure in itself became more evident and thus open to an immediate correction and further practice. That means then, that the amount of mistakes could be gradually narrowed down and hopefully eliminated on the basis of the frequency of their appearance. Pupils are forced not only to speak but also to think in the target language. The insistence on an immediate response does not allow one to translate but rather to react in terms of meaningful units drilled in to the point of saturation and thus makes them instantly available for an immediate response. It is interesting to note that once one acquires such a speech habit the very same reaction of an immediate response sets in deeply and helps rather automatically in combining a variety of thoughts within the same framework. In other words, we seem to become more and more fluent in expressing ourselves in relationship to the growth of our vocabulary and the growth of the familiarity with the structural patterns. This matter of an immediate response and the ability to build up a fluency of expressing oneself varied within this German class. There were quite a few pupils who excelled in this respect and having used their own imagination they seemed rather impressive in their limited speaking proficiency. Everything seemed to be easy for them, and the more proficient they became, the more natural and spontaneous it sounded. This is one of the stimulating factors that captures, excites and prods their imagination. On the other hand, there were pupils who seemed to have been laboring in trying to accomplish the same or at least to come close to it. The more the teacher, so to speak, kept "stepping on their heels" and prodding them, the better were their chances to respond immediately. As long as such pupils were not left alone to slump into their own mental laziness, and as long as they were aware that the teacher's pointing finger might catch them off guard, they became quite serious and perhaps worried to be left behind those who set the pace of the class. Getting accustomed to such a procedure, they gradually acquired more ease in

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Page 7, lines 40 and 41 should read as follows:

...to reach the English grammatical concept by means of semantic analysis leading to a grammatical analysis.

their performance and experienced more joy and eagerness in learning. This aspect of audio-oral teaching, as indicated above, is very demanding not only on the part of the pupils but particularly on the part of the teacher. It is perhaps one of the most difficult phases and if not practiced enough or consistently enforced upon the pupils, it may turn into a failure that may turn the lively activity into a drudgery. If the teacher expects the pupils to speak and react instantaneously, he has to be on guard even more than his counterpart and has to set and maintain a rapid pace. Such activity is certainly not a constant factor in a conventional class. It may be from time to time but certainly is not a part of every day routine. It could not be, because the pupils are not exposed to so much oral activity as to make such an aspect worthwhile in terms of returns.

The extent of material offered in this audio-oral German class was much greater than that of the conventional class where I used Huebner's conventional textbook. There are several reasons for that. Mueller's audio-oral textbook works out of the prerogative that the pupils communicate in German from the beginning. Thus, starting with the first formal lesson, pupils are supplied some classroom expressions, idioms and many useful expressions that the students have to memorize through practice and everyday use. This lays the groundwork for further classroom conversation which grows with the daily progress. In order to make such progress in daily communication more sensible and speedier, the essential grammatical points which are to be used in such conversations appear much sooner than is the case with Huebner. For example, while our conventional text deals in length with the present tense of the regular verbs and does not reach the future tense or past tenses until the end of the first year, our pupils have been subject to the usage of such tenses practically and theoretically from the end of the first quarter. A new grammatical aspect may be introduced very early for the sake of practical usage and shortly after that it may be reintroduced for formal coverage.

The introduction and discussion of noun cases is much more functional and meaningful than the paradigm type of the conventional declension based on the Latin type of old grammarian's classification. Even the old Latin type grammatical terminology is being replaced by a more functional and descriptive concept. One could not say that all such attempts are successfully contributing to clarity of understanding. Quite frequently, as mentioned before, they appear too clumsy but still trying to reach the English grammatical concept by means of semantic analysis leading to a semantic analysis. Pupils are not directly exposed to a formal analytical process and are rather discouraged to express themselves by piecing words, forms etc. together. They are to be guided by the meaning of the whole unit where such a meaning is not a translation but rather a conveyance of an idea or concept as such. It would be ridiculous to translate, for example, German "Bitte schön" by "pretty please" when it conveys an idea of "you're welcome" as an answer to "Vielen Dank!" - "Thank you very much". Our audio-oral

texts convey ideas rather than translate phrases and expressions. The preceding example is oversimplified. Let us take another one: The saleslady meeting her customer in a department store could say "Was darf es sein?" which would be the idea of our customary "May I help you?". We know that none of the German words in the above sentence could be translated as "help". The meaning of "help" coupled with "service" is the idea conveyed to the customer. One could list such examples by the dozens. Our conventional text depends too much upon translation and steers the pupil in that direction also.

The extent and quality of material offered within a relatively short time enables one to test the pupils in a more meaningful way. The conventional text makes the pupil more grade conscious by relying mainly upon objective written tests. In our audio-oral course, the pupil is actually being tested every day on the basis of his oral performance. Such daily testing, though subjective and without a formal grade, seems to contribute more to the pupil's learning process than artificial testing for the sake of grade rating. The formal quarterly audio-oral tests, though still in process of development, offer more of a challenge to the pupil's endeavor in learning. Our written quarterly and semester tests in our audio-oral German class, though a partial adoption and not a final product of audio-oral testing in the process of being made, marked already a considerable departure from the objective grammar type tests of the conventional beginning German. It consisted mainly of two parts of comprehension tests, a formal grammar part and the final part which could be considered a directed essay type. Directions were given either by means of pictures presenting a certain situation based on everyday life, or such a situation was described in English and was to be the framework of the essay in question. What was perhaps the most significant aspect of the directed essay part of the test was that in a good majority of pupils' performance the written essays had the flavor of the true living language. To put it briefly, it "read" German, it "felt" German, it "lived" German without any indication of the artificial effort of word by word translation as I have been accustomed to in my conventional class at this stage of the learning process.

There may very likely be a variety of questions in the mind of readers of this report which escape my attention at present, and could be perhaps answered or at least discussed in detail. It would be stimulating to receive such inquiries or suggestions that would widen the basis for discussion of the variety of aspects of our audio-oral undertaking in teaching of foreign languages.

AUDIO-ORAL CLASSES SCHEDULED FOR
THE SCHOOL YEAR 1961-62.

After having had numerous discussions with the administration and individual teachers, an initial tentative schedule and an expense budget have been set up to begin thirteen sections of first year audio-oral classes in French, German and Spanish at the Bellevue and Sammamish Senior High Schools. With the opening of the new Chinook Junior High School, it has been decided that at least two audio-oral sections of French should form the basis for our initial endeavor on the junior high school level. Thus the modest budget allowed means for fifteen audio-oral sections altogether.

As the word spread, requests for consulting assistance in initiating audio-oral teaching came from individual principals who appeared eager to take first initial steps in that direction allowing for the expenditure out of their own school budgets.

Mr. Ernest Hemingson, principal of Tyee Junior High School was thinking in terms of two audio-oral classes in beginning French and two in Spanish.

Mr. Dave Cyra, principal of Highland Junior High School showed interest in scheduling approximately four sections in beginning French, five sections in beginning Spanish and two sections in beginning German.

Mr. John Burnell, principal of Chinook Junior High School added three additional audio-oral sections in Spanish to his formerly planned two sections of French.

Thus the total number of sections of the whole audio-oral program in the fall of 1961-62 appears to be thirty-three.

Besides carrying on with my pilot German class as a second year German course, I have been given the task to assist the teachers participating in this project. It will be my pleasure to be closely associated with all those teachers who are embarking on the new venture and to be of assistance as much as possible.

Following are the names of teachers of the first year audio-oral classes listed by schools:

Bellevue Senior High School:

1. Mrs. Eleanor Bilimoria - Spanish
2. Dr. Boris N. Gratsch - French and German
3. Mr. Edward Matkovick - German (2nd year)

Sammamish Senior High School:

4. Mrs. Augustina Larzabal - Spanish
5. Mr. Henry Tunes - French
6. Mrs. Elizabeth Roberts - German

Chinook Junior High School:

7. Mrs. Laurina Hungate - French
8. Mr. Fortunato Solis - Spanish

Highland Junior High School:

9. Mrs. Phyllis Gebauer - Spanish
10. Mr. Bob Kirk - French
11. Mr. Olave Kyte - German

Tyee Junior High School:

12. Miss Auria (Tony) Aromin - French
13. Mr. Alfredo Grenion - Spanish

CHOICE OF AUDIO-LINGUAL MATERIALS

The new series of foreign language textbooks are adapted to the objective as expressed in the introduction of this report. Such texts apply in a practical way the data of linguistic science, stressing the spoken approach and providing systematically introduced material for the attainment of oral-aural proficiency, without neglecting the development of competence in reading and writing. They lead the student through a carefully prepared course of phonology, provide drills to enable the student to recognize the characteristics of the foreign language sound system, and assure the student of acceptable accuracy and proficiency in speaking. The lessons of such textbooks are based on a series of everyday-life dialogues containing specific structural points; they contain a set of useful expressions to permit the early active use of the language in class, a number of repetitive drills with specific patterns, exercises in guided conversation and, finally, progressive grammatical explanations, descriptive rather than prescriptive.

Audio-visual aids are devised to support such written texts. The audio aids in the form of records and tapes are focused on different aspects of the lessons and intended for drills in a language laboratory. They may also be used in the classroom whenever the instructor needs the native speaker's rendition of the text.

The principle applied to such learning is, to a great extent, memorization and overlearning. However, the memorization is not an automatic aspect of learning without proper analysis and meaning. The dialogues, phrases and utterances will reflect the standard spoken language of the educated speaker and will try to present to the learner certain structural points as well as meaningful situations. Thus, on the basis of this, the English equivalent presenting mainly the same situation is by no means a literal translation. This idea then forces the student rather to think in the foreign language than to translate it. Thus, it is self-evident that if the language lab practice is geared to such an approach as represented by these new modern texts, the whole process of learning a foreign language becomes more and more meaningful.

Audio-oral materials for French, German, and Spanish on the first year level on junior and senior high school levels and their possibility of choices acceptable for the district audio-oral teaching beginning in fall 1961 are as follows:

1. A-LM Series - Thompson, Mary P., et al., Audio-Lingual Materials, Harcourt, Brace and World, New York, 1961. All A-LM materials

will be available for shipment on the 1st of September, i.e., for French, German, Italian, Spanish and Russian. Samples of French and Spanish have just been received and are being distributed to the teachers participating in the project. These materials are strictly secondary level texts designed for both junior and senior high school levels. They are a sequential series of four levels. Level One will be available this fall.

2. Holt Series - Published by Holt, Rinehart and Winston, New York, 1961. They are a three year series for French, German and Spanish and are strictly secondary level texts.

First year French will be available in March, 1962.
First year German will be available in December, 1961.
First year Spanish, LaGrone-McHenry-O'Connor, Entender Y Hablar, is available for fall 1961.

Second year Spanish, Español: Hablar, Leer, Y Escribir will be published in December, 1962.

3. Bruce Series - Published by the Bruce Publishing Company, Milwaukee, 1958, a three year series designed for senior high school and college levels. They are not very adaptable for junior high school level.

First and second year German, Mueller, Hugo, Deutsch Erstes Buch, has been published and is being used now in our district as the text for the experimental audio-oral German class.

Third year German, Mueller, Hugo, Deutsch Zweites Buch, has been published and is available.

Third year French is in preparation. When it will be available is not known as yet.

First and second year Spanish is in preparation. It should be available in fall, 1961.

Third year Spanish is in preparation. When it will be available is not known as yet.

Order of recommendation for adoption is as follows:

1. A-LM Series - first year level available in all five languages.
2. Holt Series - only in first year Spanish available.
3. Bruce Series - not very adaptable for junior high school level.

YOUR LANGUAGE LABORATORY

The audio-oral class activities have been partly sketched in the Evaluation of the Audio-oral Pilot Class in German. As far as the laboratory activities are concerned, they are to be geared directly into our class activities. This then means that our laboratory serves to reinforce what we learn in the class, or to put an additional emphasis for reinforcement of some aspects of our learning process. In the very near future, with the appearance of programmed materials and complete audio-lingual tests, there is no doubt that our laboratory facilities will become an integral part of a systematic testing device as well.

We know out of experience that having full laboratory facilities and conventional class activities, we cannot take full advantage of laboratory facilities and make them do the work they have been designed to do, unless our activities in both the laboratory and the classroom are correlated. One has to work in support of the other. Here is another essential reason for our venture into the audio-oral teaching.

At present both our senior high schools have "full-sized" laboratories. Our junior high schools so far have "half-sized" laboratories. We also know that the use of every piece of electronic equipment seems to be a chore while we are new at it. We eventually, through years of experience, will all become experts in the maintenance and the use of our laboratories. However, until that time comes we may have to place responsibility on one teacher in the school who functions as a laboratory director as well. The principals of the following schools have designated the following teachers as laboratory directors who in turn select their own pupil assistants:

1. "Full-sized" laboratories:	Director
Bellevue Senior High School	Mrs. Eleanor Bilimoria
Sammamish Senior High School	Miss Ruth Dulmage

2. "Half-sized" laboratories:	
Bellevue Junior High School	Mrs. Winifred Johnson
Chinook Junior High School	Mrs. Laurina Hungate
Highland Junior High School	Mrs. Phyllis Behauer
Tyee Junior High School	Miss Tony Aromin

It would be also advisable that in each school a laboratory committee be formed.[1]

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[1] Sound Language Teaching, Holton, S.J. and King, Matthieu, Pond, University Publishers, New York, 1961.

This committee should meet with the director from time to time to discuss problems and to develop ideas and future programs. A committee should consist of the laboratory director, some language teachers, a representative of the audio-visual department, and a representative of the curriculum department.

In cooperation with the laboratory committee, the director should be responsible for decisions as to the following:

1. Scheduling. It must be decided which classes are to use the laboratory, at what hours, and how often.
2. Routine maintenance and emergency service. The laboratory director is not expected to be a technician or to make any repairs himself. He is expected to arrange for routine maintenance of head-phones, microphones, tapes, discs, etc., through pupil or other assistants, and he must know where to turn for emergency repairs.
3. Laboratory assistants. The laboratory director must select and train his assistants. On the high school level, these will be pupils in most cases.
4. Faculty training. The laboratory director must arrange for appropriate training of the faculty on all matters that concern the laboratory. He must thoroughly acquaint the faculty with the facilities and the limitations of the laboratory setup, and he must train them especially in some of the educational aspects of good programming and good program preparation.
5. Programming materials. While each teacher will have the final decision as to the actual content of his program (in order to make it part of his course of study), all programs must still meet certain laboratory standards. The laboratory director should have authority to reject a master program for such reasons as poor recording quality or wrong timing (i.e. master tapes being too long or too short for a given lesson.)
6. Master-tape library. As use of the laboratory develops with time, the master-tape library gains in importance, and it should be administered as efficiently and as exactly as any book library.
7. Budget. Budgeting, also, is the laboratory director's chore (not pleasure).
8. Discipline. The laboratory director must establish rules for the maintenance of proper discipline and for punishment if the rules are violated.
9. Other functions. This catch-all phrase covers the many other matters on which decisions must be made, which - as any educational administrator knows - are endless.